

Learning Support Assistant Job Description

Responsible to: Principal and Assistant Principal for Inclusion

Liases with: Assistant Principal for Inclusion, Year Team Leader and Class Teachers

Main Purpose of the role: To support and guide pupils within one year group, by either working within the classroom, or with a small intervention group or with an individual who has Special Educational Needs.

Supporting the Pupil: To have knowledge of a range of learning support needs and to develop an understanding of the specific needs of the child being supported. Taking into account the learning support necessary, to aid the children to learn as effectively as possible both in the class and individual situations.

For example by:

- Clarifying and explaining instructions
- Helping with the basic skills in language, vocabulary and mathematical work at a level suited to the pupil
- Ensuring the pupil is able to use equipment
- Motivating and encouraging
- Promoting independence in learning
- Promoting self confidence
- Encouraging independence and self-help skills e.g. in changing for P.E. activities
- Assisting in weaker areas including with behaviour difficulties
- Liaising with the Class Teacher, Year Team Leader and Assistant Principal for Inclusion
- Building positive links and relationships with parents/carers
- Developing appropriate resources

To establish a supportive relationship with the children concerned

To encourage acceptance and inclusion of children with special educational needs

To deliver intervention group activities as directed by the Assistant Principal, Year Team Leader or Class Teacher

Supporting the Teacher

To assist the Class Teacher in the development of a suitable programme of support for children in need of additional support.

To contribute to the maintenance of children's progress records.

To participate in the evaluation of support programmes.

To provide regular feedback about the child to the teacher.

To support the class teacher in assessment of the child.

To liaise with any outside agencies who provide additional support for the child

Supporting the school

To liaise with other members of the school staff about the support for children with additional needs.

To demonstrate good team work skills.

To contribute to reviews of children's progress, as requested.

To attend relevant in-service training.

To be aware of, and adhere to school procedures and policies.

To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately.

To be aware of safeguarding procedures and to inform appropriate staff of concerns you have about the welfare and safety of any child.

To carry out any other tasks as reasonably directed by the Principal which fall within the umbrella of the post.

Learning Support Assistant Person Specification

Specification		Essential/ Desirable
Qualifications	<ul style="list-style-type: none"> ● GCSE Grades C or above or equivalent in English & Maths ● Willingness to attend relevant training courses ● To attend Staff Inset Training as requested particularly with regards to Safeguarding and Child Protection 	E E E
Experience	<ul style="list-style-type: none"> ● Working with or caring for children of the junior age range ● Working with Children with challenging behaviour ● Working with Children with speech and language difficulties ● Working with Children with Global Delay ● Working with Children with ASD 	E D D D D
Relevant Skills	<ul style="list-style-type: none"> ● Ability to self-evaluate learning needs and actively seek learning opportunities ● Ability to relate well to adults and children ● Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these ● Good organisational skills ● Calmness under pressure 	D E E E E
Other requirements	<ul style="list-style-type: none"> ● Willingness to work cooperatively with the rest of the school team to achieve common goals ● Ability to adapt and be flexible ● Sense of humour and enthusiasm ● Respect for confidentiality 	E E E E

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